

Becoming an Emotionally Intelligent Leader: Attitude and Leadership¹

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What competencies (knowledge, skills, abilities, and personal characteristics) are necessary for the success of formal and informal leaders² today?

*Increasingly research indicates that leadership excellence in the 21st century requires more than basic competencies once thought sufficient for leadership success (e.g., intelligence (IQ), planning, delegation skills, tactical/strategic planning, business skills, etc.). Rather, great leaders today have not only those specific competencies identified by their organizations but more importantly also have another key competency: **EQ/EI!***

Emotional Quotient (EQ) / Emotional Intelligence (EI) is essential to leadership success! But, just what is EQ/EI?

Psychologist Reuven Bar-On first used the term “emotional quotient” in 1985, but it was psychology professors Drs. Peter Salovey and John D. Mayer (Yale University) who first mentioned the term “emotional intelligence” in 1990. According to Salovey and Mayer, EI refers to an individual’s ability to understand and use emotional information about social relationships. Daniel Goleman popularized the theory and concept of EI with the publication of his book called Emotional Intelligence in 1995.³ Goleman has defined EI as “... the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998, p. 317). Drs. Stein and Book in their book The EQ Edge define EI/EQ as “(A) set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way” (p. 13).

Goleman (1998) argues that EI is far more important than IQ when determining the characteristics of excellent/great leaders. One important element of Emotional Intelligence is the ability

¹ *Some of the material included in this article is from It’s Not as Bad as It Seems: A Thinking Straight Approach to Happiness (2000) by Ed Nottingham, PhD.*

² *We are ALL leaders whether in positions with titles such as manager, director, officer, CEO, etc. or leadership positions such as parent, project leader, or community/religious organizations. Perhaps the most important leadership position of all is that we lead ourselves!*

³ *Assessment Methods for Identifying Leadership Potential (Literature Review), Corporate Leadership Council, November 2003.*

to control emotions. Indeed, Goleman writes that, "...out-of-control emotions can make smart people stupid" (p. 22).

Goleman, Boyatzis, and McKee (2002) outline EI domains and the associated competencies. Emotional intelligence includes both social competence (how we manage relationships) and personal competence (how we manage ourselves).

Social competence (how we manage relationships) includes:

- *Social Awareness: empathy, organizational awareness, service orientation*
- *Relationship Management: inspirational leadership, influence, developing others, change catalyst, conflict management, building bonds, teamwork and collaboration.*

Personal competence (how we manage ourselves) includes:

- *Self-Awareness: emotional self-awareness, reading one's own emotions and recognizing the impact on self and others, accurate self-assessment, self-confidence*
- *Self-management: emotional self-control, transparency (being real, genuine), adaptability, achievement, initiative, optimism.*

So, is one EQ/EI competency more important than another?

John Maxwell in his book *The 360° Leader* describes the importance of "lead(ing) yourself exceptionally well" (p. 84) while Peter Drucker in a classic *Harvard Business Review* (2005) article (*Managing Oneself*) outlines the critical nature of leaders first managing themselves. From my experience, I believe leaders too often do not know themselves and perhaps more importantly fail to recognize the critical nature of self-management. When there are failures in self-awareness and self-management, other leadership skills such as strategic planning, team-building, coaching, communication, and other competencies will also fail. I believe leaders require self-awareness and self-management before attempting to lead others.

Leadership and "Emotional Muscle"

Emotions have a powerful effect on leadership. Sometimes emotions facilitate leadership (e.g., compassion, concern, etc.), while at other times, emotions detract from effective leadership (e.g., extreme anger, anxiety, and profound levels of frustration). Goleman's important work on emotional intelligence outlines how negative emotions can "... powerfully disrupt work, hijacking attention from the task at hand" (Goleman, Boyatzis, & McKee, 2002, p. 13), and such a process is referred to as "emotional hijacking. The authors further note that "... the emotions people feel while they work, according to new findings on job satisfaction, reflect most directly the true quality of work life" (p. 14).

But, emotions just happen! They can't be controlled ... can they?

Let's see:

- Epictetus (1 A.D.): "People are disturbed not by things but rather by the views they hold of them."
- Shakespeare's Hamlet: "Nothing is either good or bad but thinking makes it so."
- Proverbs 23:7: "As a person thinks, so she or he is ..."
- Eleanor Roosevelt (a slight modification): "No one can make you feel anything without your consent."
- Aikido Principle: You can't control the unexpected, but you can control your response to it.
- Henry Ford: "Whether you think you can or can't, you're right."
- William James: "Your focus becomes your experience."
- Buddha: "What we think, we become."
- Ed Nottingham: **Things play a role, but do not control!**

In my experience, developing "emotional muscle"⁴ is key to preventing and controlling "emotional hijacking" and improving leadership skills. One "road" to emotional muscle is based on an approach developed in 1955 by a psychologist, the late Dr. Albert Ellis, called Rational Emotive Behavior Therapy (REBT) that has been used in consulting, coaching, and counseling.

*As managers and leaders you are exposed to events day in and day out. For example, a direct report drops the ball on an important project, you are having a hard time completing something that is very important to your manager, stuff happens as you are walking out the door and heading to work, and so on. Or a significant other promised to do something and neglected to do so. When exposed to such events, we may start to feel stressed, out-of-control, and generally powerless, and these reactions can directly impact our abilities. Many times we **may be** powerless over those external events, but then we start to personalize the situations and see ourselves as totally powerless and helpless. The events start to seem more and more powerful while we feel increasingly powerless, weak, defeated, and maybe even like failures in our leadership positions.*

*At times like this, we may not be able to change the situation associated with our reactions, but we can develop "emotional muscle" for effective self-management by learning to change one very important part of ourselves: **our beliefs, attitudes, and self-talk!** As noted above, this is not a new idea, in fact, in the first century a Greek Stoic philosopher Epictetus wrote: "People are disturbed not by things but rather by the views they hold of them."*

⁴ Garcia, E.J., & Blythe, B.T. (1977). Developing Emotional Muscle. Athens, GA: WGTY/Independent Study, Georgia Center for Continuing Education, University of Georgia.

Increasingly, authors and researchers are seeing the role of attitude and effective leadership. For example, Dr. Stephen Covey in his book *The 8th Habit* quoted Viktor Frankl who wrote in *Man's Search for Meaning*, "(B)etween stimulus and response there is a space. In that space lies our freedom and power to choose our response. In those choices lie our growth and our happiness" (2004, p. 42). In *Crucial Accountability*, the authors state, "(O)nce again, emotions don't come from outer space. We create them ourselves. A person does something, we see it, and then we tell ourselves a story. The story leads to a feeling" (Patterson, Grenny, Maxfield, McMillian, & Switzer, 2013, p. 180).

But, are there any specific steps they can be taken to enhance self-management?

YES! In my 30+ years of both clinical experience and more recently leadership consulting, training, and development, developing self-management is directly related to emotional muscle. And, emotional muscle and effective self-management are associated with good thinking habits, and we can develop good thinking habits by learning our ABCs.

Learn the ABC's of Self-Management

"Learn my ABCs! I thought I learned those years ago?"

We learned the ABCs that equipped us with the basics for reading, writing, and so on. However, the ABCs of emotional muscle and self-management offer us the tools to be even better leaders.

So, what are these ABCs?

*Rational Effectiveness Training (RET) and Rational Emotive Behavior Therapy (REBT) present a straightforward set of ABCs (and DEF and Gs) for self-management. At point **A**, or **Activator**, something happens or we may even anticipate something happening or some adversity. The "A" is the actual event, such as an employee "going off" on you, a project that will be late, a difficult boss or direct report, etc. The Activator is a trigger but, believe it or not, it is **not** the cause of the distress and disempowerment we experience.*

*Leadership crippling emotions such as feeling anxious, depressed, angry, etc. are largely caused by what happens at point **B** — the **Beliefs**, attitudes, inferences, thoughts, self-talk, and PITs⁵. Following an event (Activator), we process the information in our brains. We evaluate, interpret, draw inferences and conclusions (that are not always accurate), and create a specific set of beliefs and an*

⁵ A few years ago I had the pleasure and good fortune to meet Dr. Stephen Palmer, a well-known and respected psychologist in the UK. From Dr. Palmer I learned about PITs or Performance Interfering Thoughts that derail and create undesirable emotional and behavioral consequences. And, the good news is that there are also PETs, Performance Enhancing Thoughts. More on PETs later.

outlook about the event, information, occurrence, news, etc.⁶ These beliefs trigger activity in our brains that are tied directly to our emotional (and behavioral) reactions. So, if we are having strong negative emotions (e.g., feeling angry, highly frustrated, anxious or “stressed out”), it is highly likely that our thinking at point B is based on attitudes, beliefs, and PITs that are unhealthy, distorted, defeating, and even dishonest. In Rational Effectiveness Training and REBT, these are called irrational beliefs, or **iBs**. If you are aware of emotions and reactions that will likely have a negative impact on your leadership skills, look for specific forms of irrational thinking, or what Alcoholics Anonymous calls “stinking thinking.” I call these “SHARK” beliefs that can reduce effective leadership. These SHARKS are:

(1) **RED SHARK: Demandingness or absolutistic thinking**

Demandingness involves creating a set of irrational rules (new and imaginary laws of physics) about how people (themselves and others), places, and things, absolutely **MUST**, **OUGHT**, **SHOULD**, **AND HAVE TO BE**. For example, “my direct report (or peers, significant others, children) **MUST** not treat me this way!” Guess what, the world, people, etc. can be any way it or they choose to be. This **RED SHARK** can also be seen as the **imperative** and the next three SHARKs can be thought of as derivatives that “swim” from and with the imperative.

To be clear there are a few true imperatives or musts in the world. Unfortunately living creatures eventually die. In our atmosphere there is gravity and other laws of physics. The sun will rise and set whether we see it or not. Are speed limit laws absolutes? Nope, while there are consequences if pulled over for speeding people are certainly free to violate speeding and other state and federal laws. But remember, we are free to choose and live with the consequences and there are consequences.

(2) **BROWN SHARK: “I-can’t-stand-it-itis”**

The first “derivative” is the **BROWN SHARK** or I-can’t-stand-it-it is creates low frustration tolerance. Intense frustration (or Frustration Intolerance) is a significant element of leadership derailment and personal distress. The irrational element here is that just because we don’t like something, we conclude that we absolutely can’t stand it! But, if we really couldn’t stand something, then we would cease to exist. We could not stand it if a two-ton block of steel was dropped on us, but has a death certificate ever read: cause of death – “direct report did not complete project on time” or “S/He did NOT smoke a cigarette?”

This SHARK is associated with procrastination. We tell ourselves that we “can’t stand” working on a project, going to gym, NOT eating that second piece of pie or cake, or “it’s TOO HARD to get out of bed and go for a run or workout.” I think that most New Year’s resolutions are just words and not successful action because the **BROWN SHARK** gets out of the cage and starts swimming around.

⁶ In essence people go up and down what Chris Argyris calls “Ladder of Inference.” This “mental model” is described by Senge et al. in their book *The Fifth Discipline Fieldbook* (1994, Doubleday Publishing).

One note about “I-can’t-stand-it-it is.” Just because I can stand something (until it kills me if that is the case) does NOT mean I choose to. For example, if I saw an adult harming or abusing a child I “could” stand it but my values, morals, and even state laws would move me into action and I would do something to prevent that child from being harmed. A solid set of personal and professional ethics also drive my behavior. I could stand it if I knew somebody was violating a business or professional code of ethics, but I would not. Action is called for and some sort of action would follow (and be appropriate).

(3) **BLUE SHARK: Self-Rating**

The next derivative is the irrational negative **Self-Rating** that has the hallmark of “shoulding” on ourselves that creates depression and guilt. When faced with certain events, formal or informal leaders often put demands on themselves, such as “I must, should be able to handle this well,” and if the response is not what they expected from themselves, they immediately begin condemning and judging themselves. They conclude that because they failed to manage this situation effectively (or a project or reacted badly to a family member), they are **FAILURES** as human beings. When this starts, there is often a vicious cycle that makes dealing with future situations even less likely. What makes this irrational? As humans, we are all fallible, imperfect creatures. All really have sinned, but because we fall short in some areas, does not mean that we are 100% bad, rotten worms, or inadequate leaders. We are all FMHBs: Fallible Messed-Up Human Beings with the incurable tendency to make mistakes!

(4) **ORANGE SHARK: Awfulizing, terriblelizing, and horriblelizing**

Awfulizing is the irrational belief that blows all negative situations out of proportion and is the last derivative. It causes anxiety and panic reactions. This leadership derailer has its basis in the exaggeration of badness. Bad things do happen, but when we awfulize, we exaggerate this badness and conclude incorrectly that the bad event is not just bad, but 101% bad. Certain things may approach 100% bad, but can anything really be totally bad or 101% bad⁷? Having a major project completely fall apart could be extremely unfortunate and really bad. But, what about an even more important project collapsing? What about an entire project team quitting in the middle of a project? The point is that no matter how bad something is, by definition, it can always be worse. That’s not to minimize the badness of something, but bad things and distress occurs and is worsened when we start concluding that it is not only bad but **AWFUL, TERRIBLE, AND HORRIBLE — THE ABSOLUTELY WORST THING IMAGINABLE!** Much of distress is also related to erroneously anticipating by “what ifing” and concluding that when whatever DOES happen, it will be awful! Montaigne is reported to have said, “My life has been filled with many catastrophes, most of which never came true!”

⁷ From my years as a clinical psychologist in independent practice prior to moving into the corporate world and hearing bad things and from the research, there are some things that approach 100% and hope you never experience or have experienced those. But even from my practice days when I heard tragic stories, it never failed that I would meet a new client who experienced even more tragic events. Know that this is NOT minimizing tragedy or just seeing the glass as “half-full.” It is about perspective and freedom to choose our attitude.

These forms of irrational thinking (or PITs) are largely responsible for the **C** in this ABC model of self-management. C represents the **Consequences** of the irrational thinking. The “C” is really the reaction and involves both undesirable emotional consequences, the feelings such as anger, anxiety, etc., and undesirable behavioral consequences, such as trying to cope with the event by yelling at the employee, avoiding dealing with the direct report, etc.

So far, so good. Now you have new knowledge and information that show that when events occur at point A, you experience negative reactions at point C, and it is not just the event (A), but more importantly it's the interpretations, evaluations, and irrational beliefs, thoughts, and PITs that occur at point B that result in distress reactions. That's nice to know, but how do we gain that power and ability to manage distress more effectively?

Developing self-management skills means going to point **D** in the self-management alphabet.

First, you want to become more skillful in “**detecting**” what is going on in your head (the attitudes, assumptions, inferences, and self-talk). To do this, challenge yourself and ask yourself some questions:

- "What was going through your mind?" Or, if strongly feeling something “in the moment,” "What is going through my head right now?"
- "What are you telling yourself?"
- "Were you aware of any thoughts in your head?"
- "What was on your mind then?"
- "Are you aware of what you were thinking at that moment?"
- "What do you think you may have been telling yourself just then?"

Also, use the “Emotional Audit” technique⁸

When you experience a situation in which your leadership skills may be threatened by strong, negative emotions, stop, **breathe** (5-3-5; breathe in through your nose on the count of five, hold it for a count of 3, and exhale through your mouth on the count of 5), and ask yourself:

- “Right now, what am I feeling?”

⁸ Relly Nadler, PsyD (www.truenorthleadership.com) developed the concept of the “Emotional Audit” and describes the technique in his books, *Leading with Emotional Intelligence* (2011) and *Leadership Keys Field Guide* (2007). The information above is adapted from his work.

- “What am I doing or maybe about to do (behaviors)?”
- “What am I thinking / what is going through my head right now (look for the SHARKS)!”
- “Are these thoughts helping me be a better leader?”
- “If they are not helping, how will I debate/dispute/challenge them right now?”

Debating and **Disputing** the truthfulness and soundness of the beliefs at point B key to self-management. It means taking the beliefs, attitudes, thoughts, self-talk, etc., and putting them on trial in a psychological court of law. Believe whatever you want at B, but distress will be managed more effectively when you believe that which is truthful, honest, and rational — in other words, just the facts!

Disputing involves testing the facts. When confronted with events and we start having leadership derailing reactions, it means, in all likelihood, that irrational, dishonest beliefs, attitudes, and thoughts are active. The first step is to detect and identify the specific form of “stinking thinking.” RET/REBT’s direct, straightforward approach makes this easier. For example, if you’re feeling anxious or having panicky feelings, look for awfulizing and “what ifs.” If you’re feeling angry, look for the absolutistic attitudes or demandingness, the musts, oughts, and shoulds. Feeling depressed and guilty, look for global self-rating and “self-directed shoulds.” Finally, feeling intensely frustrated, then look for the “I can’t stand its.”

Once detected, the trial starts with the debating and disputing process. If you’re going to believe something, make sure it is scientifically and realistically sound, that it is logically correct, and that it is helpful in terms of reaching both short-term and long-term goals and leadership success.

Again, if feeling stressed, anxious, or depressed, the first step is detecting the irrational belief. If feeling anxious about work, it is likely that we are awfulizing, believing that something about work is not only bad, but more than bad — it’s awful, terrible, and 101% bad; the very worst thing imaginable! After applying disputation techniques, we accept that the experience might be bad, but is it really the worst thing that could happen? We might still think it is, but we keep disputing by pointing out that no matter what happened, it could in fact be much worse. Gradually, distress/disempowerment is reduced as realistic, rational, honest beliefs replace the irrational beliefs. Some general disputes include:

- Am I really telling myself the truth?
- Can I prove this belief?
- Is the belief helping me?
- Is what I believe logical?
- Is there any universal law that supports my belief?
- Why must?

- *Is it true I can't stand it?*
- *Is it **really** awful, a 100% bad?*

Over the years in the corporate world I also created some additional disputation questions to ask ourselves when it relates to work, team members, and so on.

- *"How's that philosophy (idea, notion, belief, assumption, etc.) helping?"*
- *"So, you keep thinking what a jerk your co-worker is, and what does that do for you?"*
- *"I know you want your team members to be as dedicated to this project as you are, but do they have to?"*
- *"What's another way of looking at this?"*
- *"It is disappointing that X happened, but on a scale from 0 to 100, how bad is it?"*
- *"You mentioned that (insert name here) was one of your mentors. How would she think about this?"*

*Successful disputing clears the path for the rest of the REBT alphabet: **E**, **F**, and **G**. Disputing the irrational beliefs and proving that the belief creating the distress is unhealthy, defeating, and dishonest, leads to **E** — the development of rational **Effective Beliefs**. Effective beliefs include:*

- *Desiring rather than requiring beliefs (wish/want rather than demanding, musts, oughts, shoulds)*
- *Events, "things," etc. really are bad but not awful (100%) – hassles not horrors!*
- *"I don't like it, that's OK, I CAN STAND IT anyway!"*
- *USA: Unconditional Self-Acceptance*
- *UOA: Unconditional Other Acceptance*

*These are also the PETs or Performance Enhancing Thoughts. For example, you are working on an important, highly visible project. Despite perhaps your best efforts the outcome is less than ideal. Immediately the SHARKs start swimming out of the cage and there are the PITs. The imperative **RED SHARK** results in "shoulding on" yourself, e.g., "I'm such an idiot! I SHOULD, MUST, OUGHT to have done a better job on this project! My leaders will think I'm a failure and they're probably right! I'll never get that promotion I was hoping for." And, it is rarely just one "SHARK ATTACK" but a combination with some of the derivatives swimming with the **RED SHARK**. There might also be **BROWN SHARK** and "I can't stand it when my projects don't work out the way I want!" And/or **ORANGE SHARK** with thoughts like "... and this is AWFUL!"*

With disputing, debating, and challenging our PITs/SHARKs we realize that we are WAY off base and NOT telling ourselves the truth. With SHARKs caged the PET might be, “You know the project did not turn out as I had hoped, and there may be some consequences. But what does it REALLY say about me as a person? Just that I’m a FMHB, fallible messed-up human being and not a failure. Failing AT something does not make the person (me) a FAILURE! The outcome was bad but a long way from being 100% bad. I don’t like it, I learned from the experience, I can stand it, and from what I learned I see myself being much more successful on my next major project.” It is important to focus on the complete thought in order to create a new story, belief, attitude, and PET that we can rely on now and in the future.

*Self-management Es lead to new Fs — desirable, appropriate **feelings** such as concern, annoyance, sadness, regret, mild frustration, and disappointment that can help you be an even better leader⁹. Coaching and communication skills can improve. Remember, this approach is not a positive thinking approach designed to help people “feel good” in the face of tough situations, events, or stressors. Rather, the **goal** (which by the way is the **G** in the ABCDEFGs) is to develop and maintain a leadership attitude to help move you from being a good leader to being a great leader! With your new “emotional muscle,” you will increase the likelihood of coping as effectively as possible when faced with the challenging situations.*

So, now you have been introduced to another approach to self-management. Is it simple? Maybe. Is it easy? No way. Habits take time to develop, and it takes time to change bad habits (associated with leadership derailing reactions) to good habits of healthy, rational thinking. It takes work and practice, and then more practice, practice, and practice. But, you can do it! I’ve included an example on the next page of a “Self-Help Form” that you can use to practice detecting, debating, and replacing the negative leadership beliefs with beliefs that will make you a more successful leader. And remember, good thinking really does get good results when it comes to leadership!

⁹ *Studies in the early 1900’s resulted in something called the Yerkes-Dodson Law, and the research has been replicated probably hundreds if not thousands of times with professionals, college students, etc. and the results are always the same. Negative yet healthy emotions help us be successful, stay focused, and get the results we are looking for. As an example, I present programs and training for leaders and individual contributors some of which I have delivered hundreds of times. No matter how many times I am always appropriately concerned that I do the best job possible so I prepare. If I had not appropriate emotion such as concern I might just NOT prepare, review my presentation PowerPoint deck, and not do a good job. On the other extreme if I make myself anxious my performance level will be equally low/poor because I am not able to focus on the components needed in order to deliver a successful program. Concern helps; anxiety, panic, and worry paralyzes.*

Attitude & Leadership Self-Help Form (Example)

Consequences:

ueC (**Undesirable emotional consequence**): *REALLY angry and frustrated!*

ubC (**Undesirable behavioral consequences/actions**): *Yelled at my employee; said lots of things that I wish I had not said.*

Activator:

My employee promised to have the report finished and turned by 5:00 p.m. That promise had been made and broken on three other occasions and this was the last straw! Didn't get the report but got tons of excuses

Beliefs (SHARKS) / PIT (Performance Interfering Thought):

RED SHARK!!! (*Demandingness/Absolutistic Thinking*) *How dare s/he miss the deadline again! If a promise is made it must be, should be honored. When I promise to do something for my manager, I always turn it in on time, in fact usually, early, so my employees should do the same thing. BROWN SHARK!!* *I can't stand it when people, especially my employees don't do what they promise to do!*

Disputation (Debate and challenge the identified irrational beliefs):

(Remember debating requires putting the belief "on trial." Where is the evidence to support the beliefs? Can you PROVE IT! Is the thinking helping you feel and act better and in a healthier way? Are you telling yourself factual truth, or a bunch of defeating garbage and lies? Use factual, practical, logical forms of disputing.)

Where is it written that just because somebody promises something, they absolutely MUST, HAVE TO do it? Just because I do what I say does NOT create a law of the universe (like gravity) that dictates that other people will do it too. Did somebody give me special powers so that if I want employees to do things that they MUST? No, but if they don't there may be consequences they experience when reviews roll around! Just because I want it to happen doesn't mean that it MUST, SHOULD, OUGHT! I guess there is NO LAW!

Effective beliefs (or enhancing new rational beliefs that you have created after effective debating and debunking of the irrational beliefs) / PET (Performance Enhancing Thought):

I don't like it, that's OK, I can stand it anyway! Yes, I can stand it. Yes, I have high standards. I work hard to adhere to these standards for my personal behavior. I do my best to instill the same level of performance expectations in my employees. However, I recognize that they may not adopt my standards and if that is the case there may be consequences (e.g., lower performance evaluations, even performance plans). And when they fail to meet my standards I am perfectly capable of taking a step back and maintain emotional control. AND I don't like it that s/he didn't turn the report in on time, and there will be a performance discussion about that. I do strongly prefer that my employees (and others) do what they say, but they can't control my emotions and they can't "make me" angry and frustrated. I can take better care of myself by strengthening my healthy beliefs, separating what happened from the person (after all s/he is a really good employee in general and this is just an event and does NOT represent an overall skill level). I will keep my strong preferences but let go of the absolutistic demands and must which will benefit my employees and me.

Feelings (that go along with Rational Beliefs):

Appropriately annoyed and irritated; feeling some frustration but it's the kind of frustration that motivates me to have a "just in time" coaching session with my employee.

Goals you can now reach with rational thinking:

Earlier I mentioned the work of Dr. Stephen Palmer. He created the “PIT to PET Form” that I find extremely helpful and the form is described in the Handbook of Coaching Psychology (edited by Palmer and Whybrow and discussed in the chapter by Palmer and Szymanska) and in Cognitive Behavioural Coaching in Practice (by Neenan and Palmer). I slightly modified the form to include under “D” a section for disputing (top part of the column) and then creating the PET (bottom part). Dr. Palmer’s “E” represents the “effective and new approach to the problem.” Below is a PIT to PET Form.

TARGET PROBLEM (A)	PERFORMANCE INTERFERING THOUGHTS (PITs) (B)	EMOTIONAL / BEHAVIOURAL REACTION (C)	PERFORMANCE ENHANCING THOUGHTS (PETs) (D)	EFFECTIVE & NEW APPROACH TO PROBLEM (E)
			<div data-bbox="1253 1186 1291 1371" style="border: 1px solid black; padding: 2px;">Dispute, Challenge</div> <div data-bbox="782 1186 820 1241" style="border: 1px solid black; padding: 2px; margin-top: 10px;">PET</div>	

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 NOTE: Dispute section at the top of D column and PET sections on the bottom added by Ed Nottingham, PhD. Dr. Palmer's original form does not include these, just (D) column.

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About Ed Nottingham

Ed Nottingham, Ph. D. (M. S. & Ph. D. in Clinical Psychology, Virginia Polytechnic Institute and State University) is a licensed psychologist (Health Service Provider) in Tennessee and Mississippi (Clinical Psychologist). He is a Diplomate in Organizational & Business Consulting Psychology, Behavioral & Cognitive Psychology, and Clinical Psychology (ABPP; American Board of Professional Psychology), a Fellow of the American Psychological Association (Divisions of Independent Practice, Clinical Psychology [Society of Clinical Psychology], Psychotherapy, and Consulting Psychology), and is listed in the National Register of Health Service Providers in Psychology. He is an Associate Fellow and Approved Supervisor in Rational Emotive Behavior Therapy, and is an International Coach Federation (ICF) Professional Certified Coach (PCC), Center for Credentialing & Education Board Certified Coach (BCC), Advanced Certified Professional & Executive Coach (ACPEC) and Professional Coach (CPC) by the College of Executive Coaching. After 26 successful years as an independent practitioner in clinical psychology, Dr. Nottingham decided to move from private practice to corporate America. Since 2003, he has worked for large corporations in different positions including executive coaching, leadership consultant/trainer, learning and development partner, management development professional, and training specialist.

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Becoming an EI organisation The decision to become an emotionally intelligent organisation needs to be based on an organisational strategy to improve business performance. To implement this strategy you first need to define what the core capabilities your business requires to achieve its vision, values and business strategies which includes Emotional Intelligence clusters and competencies. These are seen primarily through improved leadership and interpersonal relationships and as a result improved business performance.

Growing Emotional Intelligence Growing your EI competencies is not easy or quick, as it takes perseverance in the process of critical self-reflection, commitment to improvement and of course behavioural practice. Keenness to learn about emotionally intelligent leadership and how to adapt your approach in different circumstances.

Description. Emotional Intelligence is the strongest driver of leadership and personal excellence. Self-awareness is vital to becoming an emotionally intelligent leader. This section helps you to develop more self-awareness looking at the behavioural preferences identified by Carl Jung, and later modified by Isabel Myers and Katharine Briggs. This lecture looks at the objectives of this part of the course.

This lecture looks at the cycle of behaviour that occurs when attitude drives behaviour. Understanding this will give you some insights into how to break this cycle to stop it from escalating.

The Cycle of Behaviour. Leadership Essentials: Leading with Emotional Intelligence. The Emotionally Intelligent Leader. How High Is Your EQ? Emotional Intelligence at Work.

If that wasn't quite enough, you'll love this list of 50 tips on building EI/EQ and becoming a better leader. It comes from emotional intelligence and leadership experts RocheMartin. The tips are split into 7 categories, which you can see below with a few example tips